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ABSTRACT

Examined are the roles of special service personnel (SSP) who provide support services for Iowa public school teachers by three methods: helping a specific child, helping develop instructional program content, and helping develop new instructional skills. The 13 SSPs include counselor, director of special education, educational consultant, hearing clinician, itinerant/resource teacher, principal, regional education media center, school psychologist, school nurse, school social worker, speech clinician, vocational rehabilitation counselor, and work-experience coordinator. SSPs are available at three organizational levels in Iowa: local school system, county or merged county school system, and area served by regional educational materials center. A brief explanation of teacher preparation for using SSP includes gathering materials on learning problems, gathering information on behavior problems, and use of SSP in content areas or development of teacher skills. The latter half of the work is devoted to an overview of each of the 13 SSPs, with discussion focus on their basic functions and contributions to child, teacher, and total educational program. Concluding the work is a short discussion on evaluating results of SSP services. (CB)

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AN IN-SERVICE TRAINING APPROACH . . . .

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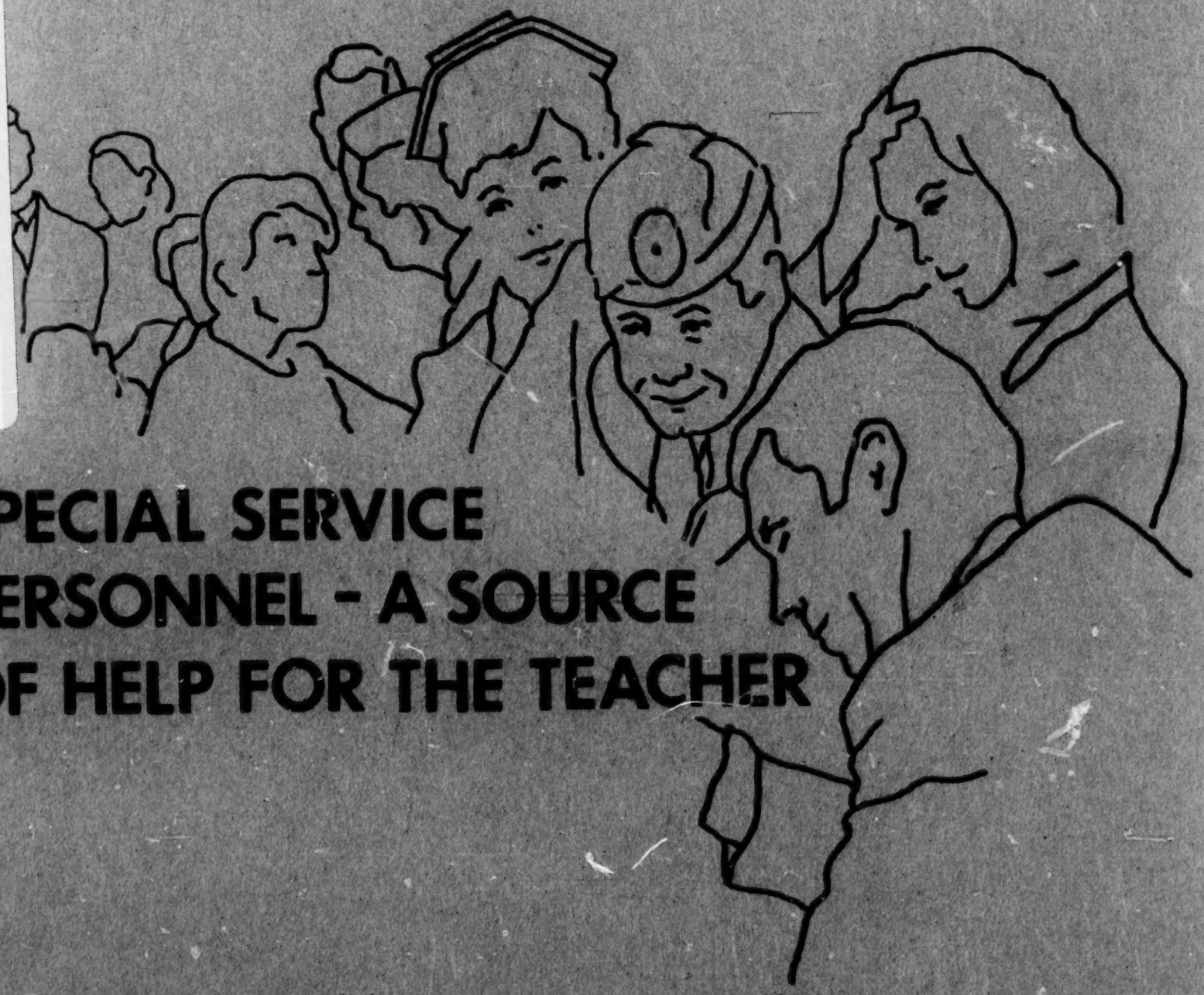

SPECIAL SERVICE PERSONNEL - A SOURCE OF HELP FOR THE TEACHER

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A Cooperative Program Involving The Iowa State Department of Public Instruction and The University of Iowa

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An In-Service Training Project

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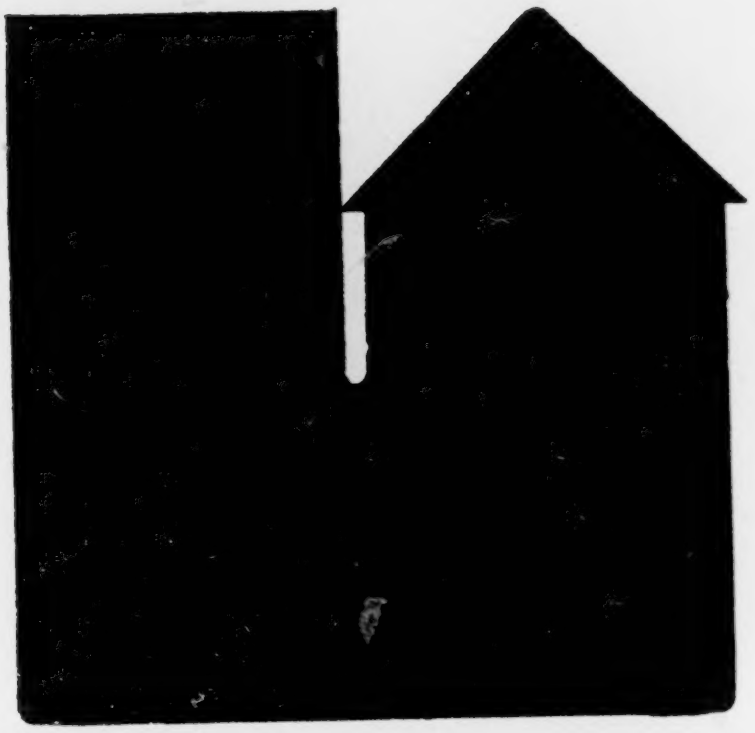

The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions in Des Moines and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. These materials are prepared by the SECDC staff in response to the suggestions of special class teachers. Persons who use SECDC materials but do not attend the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

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1. INTRODUCTION

Public education is not and has never been static in our society. At the heart of this change is differing opinions on the purpose of education, most effective means to achieve purposes, and distinctions between the role of parents, schools, and other institutions. It is interesting, though, that as public education has evolved the basic importance of the classroom teacher has not been questioned. The teacher continues to be recognized as the key in bringing about the desired outcomes of education for children.

To maximize the role of the teacher in working with children, a system of support services was developed. Initially, the system consisted of full time administrators to assume responsibilities that if fulfilled by the teacher would decrease the amount of time and energy available for instruction. The support system now includes speech clinicians, psychologists, educational consultants, directors of special education and others who are able to serve as valuable resources to the classroom teacher as she deals with learning and learning problems of children. These human resources are referred to as *Special Service Personnel.* Some SSP, such as speech clinicians, have had two functions: direct services to children, and assistance to teachers in their specialty areas.

Statewide and nationally, there is a trend on the part of SSP to increase their role as consultants to teachers and decrease their function of direct service to children. This trend is occurring as a result of evidence that SSP working with teachers can often produce greater benefits for the child because of the amount of contact time the teacher has with the learner as opposed to the very small amount of time that SSP have with children. By SSP helping teachers acquire new skills that will help a specific child, the teacher can then be in a better position to provide a preventative program; or, where prevention isn't possible, she can implement an early program of remediation in the future.

This trend places demands on SSP to acquire new professional skills. Once, where SSP could be relatively unconcerned with the general instructional process, materials, and problems associated with responsibility for a group of children, SSP must now become familiar with these areas. Likewise, where communication with teachers was not a major activity and problems associated with specialized terminology was not as apparent,

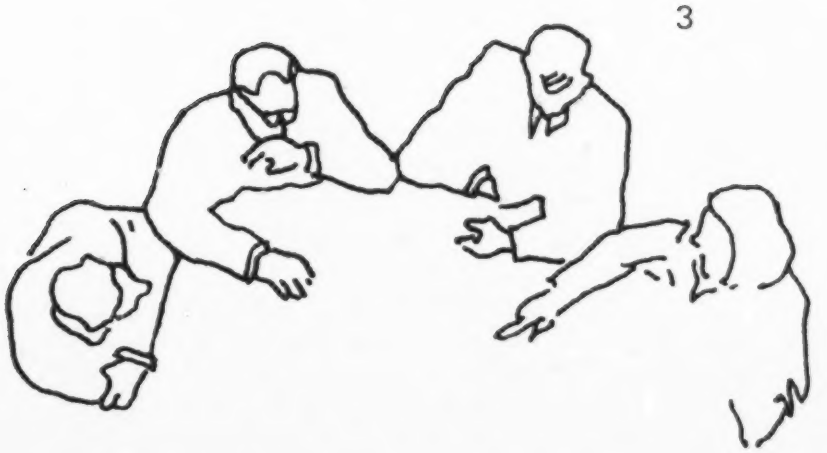
attention is now directed to communicating so that the specific implications for classroom programming or practices can be identified.

Emphasis on support services for the teacher also places new responsibilities on the teacher. Heretofore, the process of instruction was not as complex as it is today. As a result, there was a greater tendency in education in former years to program for all children or groups of children alike. As emphasis has changed from general ability concepts, such as IQ and MA, to special abilities (which comprise an individual's total assessed ability), instructional decisions can be made on a more complex basis. To provide instruction that emphasizes special learner strengths or attempts to remediate deficits, the teacher must have the skills to identify them and information that permits her to translate knowledge of the learner into classroom programs and practices. This is a formidable task because the teacher herself must be a learner if she is to effectively secure and apply new pedagogical information.

In providing instruction that considers all the specialized psycho-educational information alluded to, the teacher cannot be a specialist in each of the specialty areas, i.e., cognition, motor development, language, etc. Thus, the teacher must rely on her resources as a means of obtaining and interpretating specialized information. It is frequently reported that the amount of technological knowledge in our society now doubles every ten years or less. We have reached the point in time that attempting to relegate everything to memory is a hopeless task.

Children can be helped by combining the specialized skills of the teacher and the SSP. The emphasis of this publication is to acquaint teachers with their resources so that this merger can appropriately take place. It must be recognized that in many circumstances not all the SSP described will be available to the teacher. Reasons for this relate to size of special education programs, economic conditions in the local area, and availability of specialized personnel among other factors. In situations where a full compliment of SSP is not available, there is a natural tendency for available SSP to assume broader roles. In such cases it is encumbent on the teacher to request that the roles filled and services provided be defined for her. Without such definition she may overlook and over anticipate the type of services available.

Additionally, the teacher must be aware that she is most often dealing with complex learning problems for which there is no easy answer. This is especially true as she herself becomes more skilled in handling the learning problems of children. As the teacher increases her skills, her requests for assistance will be on problems that may involve more than one SSP. Such situations can be realistically reviewed as a learning experience for all, centered around the problem/s of the child. The teacher and the SSP will need to resolve the problem collectively with each learning from the other. The learning experience for the team of professionals is crucial because everyone will take different professional strengths as well as gaps in knowledge to the problem solving situation. To maximize her resources, the teacher must learn to take from the strengths and expect to contribute to the problem solving situation.



2. WHAT IS HELP FOR THE TEACHER?

The classroom teacher has many responsibilities. She is diagnostician, prescriber, program implementor and evaluator of pupil learning. The teacher is also counselor, confidant and often surrogate parent. *Help* to the classroom teacher is the assistance that SSP provides so that she can more effectively fill any of the many roles that affect pupil learning and adjustment. This help comes in a variety of forms: specific information about a child, suggestions for instructional procedures, and skill training so that new methods can be used by the teacher.

Help is a cooperative activity. The teacher and the SSP must work toward a common goal if what the teacher wants to happen is to become a reality. This requires definition of purpose and communication by all parties of what is to occur in the helping process.

Expectations of services from SSP are often not in keeping with the concept of helping the teacher to accomplish goals that will help a child or children. Sometimes SSP are asked by a teacher not to help, but to:

solve the problem independently

transfer responsibility for the problem to someone else

By and large the role of the teacher is analogous to the driver at the Indianapolis 500. Racing a car involves the efforts of many people, but ultimately, responsibility for winning belongs to the driver because of his key position in the sport of racing. The pit crew may provide the driver fuel that permits renewed action or recommendations on strategies that will help speed up progress toward their mutual goal. Even with expert assistance, the driver must steer the car.

This is also true for the teacher. SSP can provide fuel for action in terms of information or skills and may offer recommendations on new teaching strategies. Like the race driver, regardless of expert assistance, the teacher cannot delegate responsibility for steering to someone else.

Three Types of Help

As teachers use the many services of SSP, it is possible to categorize the services into three types of assistance. Each category has as its basic purpose the improvement of pupil learning, even though the purpose may be accomplished by different methods, i.e.,

- *Help for a specific child*
- *Help in developing the content of an instructional program*
- *Help in developing new instructional skills*

Help for a specific child

Assistance is most frequently requested from SSP because the teacher is dissatisfied with the present behavior of a child. This behavior may be demonstrated by lack of educational progress, lack of interaction with other children, classroom disturbances, ineffective communication and other behavior.

After identifying the problem and often after trying various approaches to alter the situation, the teacher may decide that she wants consultation on the problem. The goal of the consultation will hopefully provide information or skills that will allow her to more effectively deal with the problem.

The following examples show some of the ways that SSP can help the teacher with a specific child.

SPEECH PROBLEM

Miss Brodie was getting ready for the opening of school. As was her practice, she was reviewing the folders of the children who were going to be in her room. One of the children, Robert, had a great deal of information in his folder regarding his problem of stuttering and the therapy he had received in the last three years. The information indicated that he was still having a great deal of difficulty communicating with others and that he would continue in therapy this school year.

This concerned Miss Brodie because she had not had previous experience with children who had more than mild communication problems. She contacted the speech clinician providing the therapy to set up a meeting in her classroom before school was to start. The result of this meeting was that she received up-to-date verbal and printed information on stuttering and on Robert's problem. Also, arrangements were made for the clinician to observe the classroom and suggest specific methods that could be incorporated in the instructional program to help Robert.

* * *

READING PROBLEM

It was November and all the children were progressing satisfactorily in reading except Mike. Mike had not responded to any of the methods--instructional and motivational--that Mrs. Roberts had tried. She requested the assistance of the consultant available to her classroom. Together they discussed the problem and previously tried methods to solve it. The consultant did not feel that enough information was available on Mike, so other SSP were requested to provide specific information on his reading skills and problems. The results of the tests revealed that Mike had great difficulty discriminating letters and had not established consistent left/right eye movement when reading. The problem was not solved, but together the teacher and consultant could develop a program to help Mike and work out a method of evaluating his progress on the new program.

* * *

MOTIVATION PROBLEM

James was a junior high school student who wanted to quit the special education program. He said that if he couldn't quit, he wouldn't come and if made to come to school he wouldn't do anything. The teacher discussed the problem with the principal and the consultant. It was decided that the work-study coordinator might be able to help by showing James what he would get to do in high school. The fact that he would get to work and also take driver's training did catch his interest. Unfortunately, it didn't alter his dislike for the junior high school setting. A program was worked out whereby after certain classroom activities were completed he would get to spend the rest of the time with the custodian working in the junior high school. No miracle occurred, but the situation was improved, thereby making things better for James and his teacher.

* * *

BEHAVIOR PROBLEM--LACK OF INTERACTION

The teacher was concerned because Charles was an isolate. After observing the problem for a time and feeling that it wouldn't improve, assistance of a school psychologist was requested. After observing Charles in the classroom, the psychologist felt that formal testing would provide little, so none was conducted. Rather, the teacher and psychologist worked out a plan to increase the involvement of Charles with others. The plan involved an attempt to help Charles develop some new behaviors. Suggestions were also mac e in terms of classroom activities and teacher practices that would give Charles more opportunity to work successfully with others. Many of the approaches to be tried were provided by the teacher who could relate more easily to the total school program than could the psychologist. A valuable role filled by the psychologist was helping the teacher define the problem in terms of what Charles was *not* doing in the classroom.

* * *

Help in developing the content of an instructional program

Instructional content is a broad area in which SSP may offer assistance to the classroom teacher. As used here, it refers to assistance to the teacher in deciding:

- What to teach
- When to teach it
- What methods to use
- What materials to use
- How to evaluate pupil learning

The distinction between SSP assistance for a specific child and instructional content is that in the former the teacher is concerned about a specific child and his performance in one or more areas. In the latter, the teacher is concerned about an area of her instructional program and wishes to obtain additional information or skills that will allow her to reach decisions and thereby improve instruction.

At first glance it might appear that the decisions in which the SSP can provide assistance regarding instructional content belong to the teacher. While that is correct, it must be realized that SSP are not going to be able, or even want to assist in such decisions on a day to day basis. No one can replace the teacher in making those decisions. Rather, using the SSP as a resource, she obtains valuable assistance in reaching general decisions about

her instructional program. That assistance will help her to make better day to day decisions.

In practice, assistance from SSP with instructional content would be less formalized than presented here. However, the divisions of assistance in deciding what, when and how to teach within content area, methods and materials that can be used, and evaluation procedures do provide an operational method of looking at assistance with instructional content.

It is not uncommon for a teacher to wonder about the balance in the instructional program. She may ask, *Is there too much reading or too little science?*, or *Is the focus of the content the most effective based on what the children will be experiencing later?* This concern is probably more pronounced where there is not a district curriculum for the subject area or if there are not acceptable instructional materials that provide direction for the teacher.

As a result of teacher concern, SSP may be requested to assist in helping the teacher review a content area such as reading. This review might involve a general assessment of the children, using standardized or informal measures, to determine the priority needs of the class. In addition, the SSP might become acquainted with the entire program to see the relationship between reading and other instructional areas. Results of such a cooperative study might indicate that the reading program should be modified to encompass programmed reading materials along with a greater emphasis on integration of reading skills with other content areas. Suggestions could be made for programmed materials and also methods of integrating reading skills in the other areas. At the same time, decisions could be made on evaluation procedures that might involve formal measures of reading ability and also teacher evaluations that would measure areas that might not be covered in formal tests but that were important to the teacher.

Examples have been shown as to how SSP might be of assistance to a teacher. The examples that follow show only a few of the many ways that SSP may be helpful with instructional content.

IDENTIFICATION OF INSTRUCTIONAL ALTERNATIVES

The three senior high teachers had assessed the needs of the students in their classes. All agreed that the students did not have the independent living skills that they should possess in general home management, i.e., simple cooking, sewing, use of basic tools, etc. They had specified what they wanted to accomplish, but were uncertain about means to the desired ends. The consultant assisted them by identifying some commercially prepared materials that could be used for instruction. At the same time, learning stations within the school and community were listed in terms of what they could contribute. Arrangements were made to solicit the help of other teachers who could contribute to the program.

CURRICULUM DEVELOPMENT

The teachers were working on a curriculum for their level of the program. One of the areas of concern was the emotional development of the children and their ability to make decisions independently. One of the teachers had read *Schools Without Failure*[1] and felt that the concepts presented had something to offer. Not being thoroughly familiar with the approach, the teachers requested the services of the school social worker and a school psychologist. These SSP discussed the approach with them and implication that it would have for the total program. The teachers gathered sufficient information to reach a decision on what they wanted to do.

* * *

WHAT TO TEACH AND HOW TO EVALUATE PUPIL PERFORMANCE

The junior high school teacher had the responsibility of preparing the students to go to the high school. He was unsure of the exact nature of this task. Requesting services from the SSP, he asked for a breakdown on the new experiences that the students would have to cope with at the high school level. This would be used as a basis for the preparation. With the assistance of the SSP and the high school teacher, he developed a series of learning experiences designed to make the transition easy. Together they established criteria that could be used to evaluate the preparation based on adjustment of the students during the first month of school the following year.

* * *

HOW TO TEACH

The teacher had read a great number of articles that emphasized individualized instruction. She still was uncertain about what this meant in actual classroom practice. The SSP who was available to assist her indicated that he also was uncertain about what this entailed in actual practice. Both were interested in trying individualized instruction so selected one subject area in which to begin. They made appropriate plans to review literature, films and filmstrips on individualized instruction in order to develop their own plan of action.

* * *

Help in developing new skills

In the introduction it was mentioned that there is a continued change in education. If the teacher is to cope with this change, she must acquire new skills required by the changes. One would not accept a physician who does not update his skills to accompany advances in medicine. Neither is the teacher accepted in education who does not update her skills.

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[1] Glasser, W. *School without failure.* New York: Harper, 1969.

Generally, SSP are thought of as resources in the areas of help for specific children or instructional content. Because of pressures of time, the availability of SSP as tools to increase teacher competency may be overlooked. As a learner, the teacher needs to assess her own strengths and weaknesses and reach decisions on skills that she should develop or refine if she is to grow professionally. Once such an assessment is made, SSP can be identified who can help the teacher in mastering the skill that she has selected.

The teacher who takes such an approach to her own professional growth is open and confident in her ability as a teacher. Therefore, she has reached the professional level and can say, *I'm a good teacher, but there are skills that I don't have that could make me more effective.* To decide to grow as a teacher requires the development of a plan of action and a means of evaluation. The real advantage in this approach is that she can learn by using the skill in a real situation and benefits from the feedback that she receives.

The following examples show how a teacher might use SSP as resources to develop new skills.

VIDEO TAPE

The teacher wanted to know more about herself as a classroom teacher. One method of doing this was to use video tape equipment and record what she did during a block of time. This would permit her to review the tape at her leisure and replay segments as she wished. She contacted the consultant and a time and date were set. Together, the consultant and she worked out a list of things that she wanted to observe so that she would be sure to incorporate those activities in the block of time. The consultant taped the session for her and then showed her how to operate the equipment. This permitted her to review it by herself, not having to be concerned about the reactions of others. When she was through she could erase the tape if she wished.

* * *

BEHAVIOR MODIFICATION

The teacher had heard a lot about behavior modification and had done some reading but had never conducted a behavior modification project. He decided that he wanted to do at least one project. A psychologist was asked to help by providing basic training and some materials. After becoming familiar with the steps, a target behavior of one child was selected and the project was begun. The psychologist was available on an on-call basis and also for scheduled meetings.

* * *

AUDIOVISUAL EQUIPMENT

The teacher found that she did not know how to use media equipment. She contacted the principal expressing her interest in learning more about audiovisual equipment and the media materials available. Arrangements were made for a representative from the Regional Instructional Materials Center to orient her to the use of media.

* * *

The merits of the inquiry method with children had been emphasized over the past few years. The teacher realized that she had not been effectively using this method. Choosing science because of its emphasis on inquiry, she developed a series of lessons involving the inquiry method. The SSP reviewed these lessons and offered to observe and provide feedback on the use of this method.

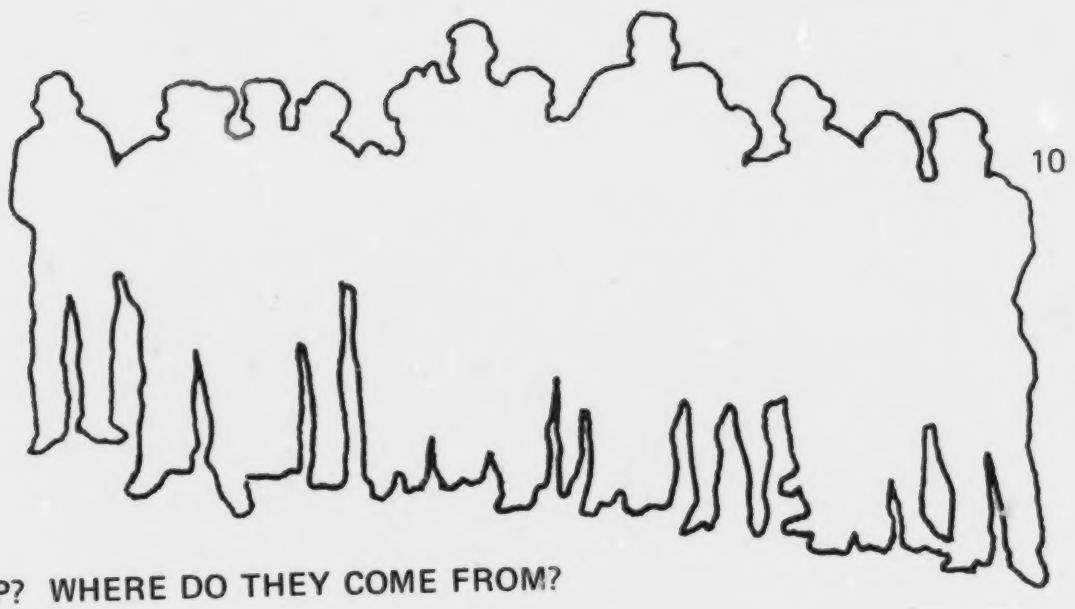
INQUIRY METHOD

* * *

The teacher as initiator of action

The emphasis of the three uses of SSP, i.e., to help a specific child, improve instructional content, or acquire new skills, places responsibility on the teacher as the initiator of action. Such an emphasis is consistent with the viewpoint that the teacher is in the key position in helping children to learn. This being true, it then follows that the teacher is in the best position to determine if assistance is needed.

As the initiator of action, the teacher necessarily runs some risks. Such risks as needing to change instructional practices, learning new skills, or not getting the desired results are always present. The teacher should recognize that SSP also face risks. The primary risk for SSP is that an acceptable solution to the problem cannot be found. It is doubtful that either the teacher or SSP are discouraged by these risks. Because problem solving is a cooperative enterprise, there is mutual interest in helping other team members maximize their contribution. Accomplishment for any team member is no greater than the achievement of the team in effectively resolving the problem and initiating the solution in the classroom.



3. WHO ARE THE SSP? WHERE DO THEY COME FROM?

The teacher, as the professional closest to the child and the instructional program, decides when assistance is beneficial. As indicated in the previous section, this makes the teacher the initiator of action. However, action cannot be initiated unless she has at her command two types of information:

Who are the SSP available?

How can the services of the SSP be secured?

There are thirteen different SSP discussed in section five. These include:

SPECIAL SERVICE PERSONNEL

COUNSELOR
DIRECTOR OF SPECIAL EDUCATION
EDUCATIONAL CONSULTANT
HEARING CLINICIAN
ITENERANT/RESOURCE TEACHER
PRINCIPAL
REGIONAL EDUCATION MEDIA CENTER
SCHOOL PSYCHOLOGIST
SCHOOL NURSE
SCHOOL SOCIAL WORKER
SPEECH CLINICIAN
VOCATIONAL REHABILITATION COUNSELOR
WORK-EXPERIENCE COORDINATION

In many cases, not all of these resources would be available to a teacher. Informing teachers of the resources that are available is theoretically an administrative responsibility. It is encumbent upon the local district to see that teachers are knowledgeable about services that would be helpful to them. If SSP are provided by a county or merged county school system, then the responsibility is shared with the local school system.

Unfortunately, the responsibility to communicate to teachers is not always carried out. Also, information communicated may not be of sufficient scope to help them to reach decisions on the specific nature of services available. In such cases the teacher is wise to initiate her own inquiry regarding available resources.

The quest for information can best be started by contacting the building principal. Since the principal is instructional leader of the building it is always appropriate to make first contact with him because he already may have the information that the teacher wants. If the principal does not have this information, he should have established resources that would enable him to secure it without difficulty.

Most often a teacher will be seeking information because she wishes assistance in dealing with an existing problem. In such cases, the more specific she can be in describing the problem or the type of service that she would like to receive, the easier it will be to secure needed information. For example, she might indicate that a child is not progressing satisfactorily and she would like help in discovering the cause and possible remedial approaches or that she would like assistance in evaluating the language development program. The better the principal understands the purpose behind the request, the easier it will be for him to use his knowledge or resources to help.

In obtaining information on SSP, the teacher will be interested in finding out:

What SSP are available

The scope of services offered by available SSP

Administrative procedures for securing their services

The availability of the services, i.e., on-call, scheduled, combination

Within a short period of time the teacher should be able to develop a working knowledge of resources available to her.

Where do SSP come from?

There are three basic organizational systems in Iowa with which the teacher should become familiar. These are the local school system, county or merged county school system, and the area served by the regional educational materials center. Potentially, each of the systems has employed SSP on their staff who are available to lend assistance.

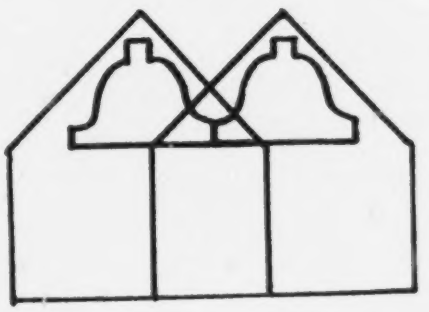
LOCAL SCHOOL SYSTEM

SSP employed by the local school system generally are not assigned to specific buildings. Rather, they tend to operate from the central office and are responsible to the principal as they work with teachers in his building. The local school system generally will have procedures established for requesting services from such individuals. Personnel frequently assigned to the central office include school psychologists, educational consultants, speech and hearing clinicians, school rehabilitation counselors and others who might have responsibility for a pupil population that extends beyond one building.

Some SSP would be expected to be found at the building level. These would include the school counselor, school health nurse, resource teacher

and work-experience coordinator. Where such persons are assigned to specific buildings they are viewed as part of the instructional team in that building. As part of the team, their services will be more readily available because of physical proximity. Obtaining assistance from SSP assigned to a building will probably be informally done. It is beneficial for the teacher to help SSP who are assigned to a building to become familiar with the students and the instructional program before the need for assistance arises. As a result of this increased knowledge, the SSP will be able to offer better suggestions. No better way of providing this knowledge exists than to invite them to observe in the classroom.

COUNTY OR MERGED COUNTY SCHOOL SYSTEM



Special service personnel are frequently provided by county or merged county school systems rather than local school systems in Iowa. The reason for this is most local districts do not have a large enough pupil population to warrant a full time psychologist, speech clinician, or other SSP. By assuming responsibility for providing special services, the county or merged county school system insures that needed services are available and distributes the cost of services over a wider geographic base.

The major difference between a county school system and a merged county school system is that with merged county systems a decision has been made to increase the geographic size of the administrative unit which in turn increases the pupil base and the amount of revenue that can be used to provide services. Merged county school systems are frequently able to provide services that would not be economical to provide for a single county. Services for the visually handicapped or consultative services with specialists at different instructional levels are examples.

In some cases, special education services which include SSP are provided for a multi-county area that is not formally a merged county school system. This comprises a cooperative agreement between counties to share services so that a greater variety of services can be provided economically. The administrative arrangements that form such a special education unit should not affect the teacher and how she uses the available services. Within the teacher's county, the services are provided as services from the county school system. Because of similarities, county, merged county and multi-county (non-merged) units will be referred to as county system.

While a staff relationship exists between the local and county system in that one cannot tell the other what personnel to employ or services to offer, a line relationship generally exists between SSP and building principals. A line relationship means that the principal has authority over the activities of the SSP who work in the building. This authority extends to operating procedures within the building, training that will be provided to the staff, amount of staff time that can be used for specific purposes, procedures for reports or recommendations, etc. While authority exists for general functioning, it does not extend to decisions on tests that will be administered, decisions on placement, remedial approaches used by SSP, or any technical

aspects pertaining to the job function of the SSP. This authority of the principal is necessary because it insures that he has control over the instruction within the building for which he is responsible. This helps the teacher in that demands on her time and the services provided to her can be coordinated. Since the principal and the SSP are both interested in the children in the building, operational guidelines are established to facilitate services, not to inhibit them.

The teacher needs to know the ground rules by which the SSP is asked to operate. This will prevent her from making requests of SSP that are not possible. It will also allow her to bring to the attention of the principal changes in those ground rules that will help her.

REGIONAL EDUCATIONAL MEDIA CENTERS

There are sixteen regional educational media centers in Iowa. The map on the following page shows the locations of the sixteen centers and the geographic areas that they serve.

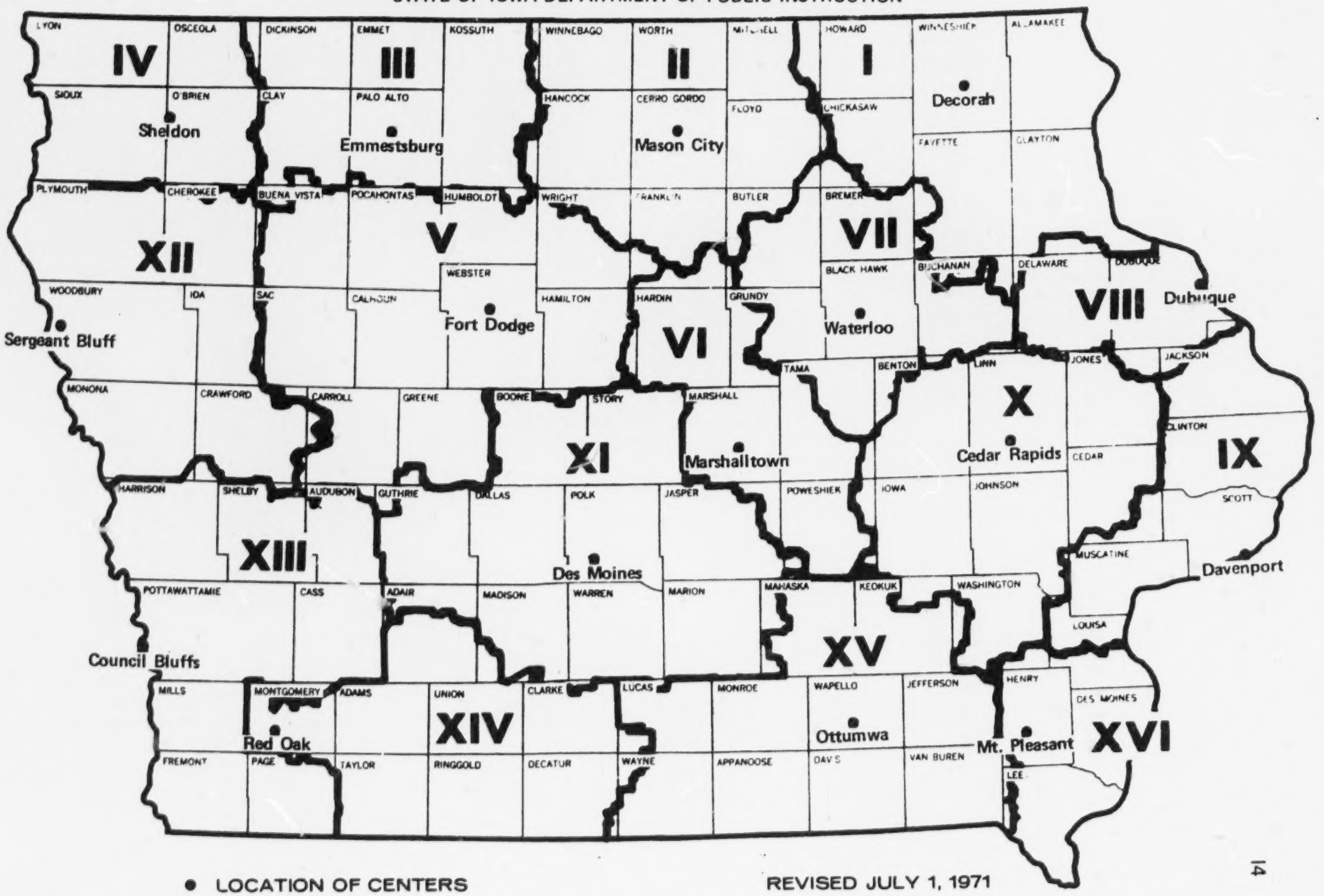
The centers were established as part of Title II of the Elementary-Secondary Education Act and still receive Title II funds. In addition, all of the centers receive some financial support for the purchase of materials from the Division of Special Education. Some of the centers also receive support from county and merged county school systems.

Due to the variety of funding sources, the services that the centers provide to local school systems may vary. All schools within each area are entitled to use services or materials purchased with federal funds. Other services or materials might not be available because the local district or the county has not shared in the cost of the services.

Some potential services of the centers are the loan of films, records, tapes, filmstrips, prints, and books. Other services might include production and duplication of video tape, audio tape, and transparencies. Materials are delivered directly to the teacher, mailed to the school, and in some cases, there is a delivery system. The teacher needs to investigate the kinds of delivery services that are provided in her district.

IOWA'S REGIONAL EDUCATIONAL MEDIA CENTERS

STATE OF IOWA DEPARTMENT OF PUBLIC INSTRUCTION



• LOCATION OF CENTERS

REVISED JULY 1, 1971

The title and address of each of the Iowa media centers are as follows:

Area I Media Center
326 Washington Street
Decorah, Iowa 52101

Area II Educational Media Center
2111 South Federal
Mason City, Iowa 50401

Area III Material Center
Palo Alto County Annex
110½ Broadway
Emmetsburg, Iowa 50536

Area IV Educational Resource Center
922 - 4th Avenue
Sheldon, Iowa 51201

Area V Instructional Materials Center
1909 First Avenue, North
Fort Dodge, Iowa 50501

Area VI Resource Center
9 Westwood Drive
Marshalltown, Iowa 50158

Area VII Educational Media Center
501 Jefferson Street
Waterloo, Iowa 50701

Area VIII Instructional Materials Center
Conlin Building
1473 Central
Dubuque, Iowa 52001

Area IX Instructional Materials Center
330 East Fourth Street
Davenport, Iowa 52801

Area X RESA Instructional Materials Center
4401 Sixth Street Road, SW
P.O. Box 1406
Cedar Rapids, Iowa 52401

Area XI Title II ESEA Library Servies
112 - 116 Eleventh Street
Des Moines, Iowa 50309

Area XII Educational Resource Center
P.O. Box 42
Sergeant Bluff, Iowa 51055

Area XIII Educational Services & Media Center
Route 1
Council Bluff, Iowa 51054

Area XIV
Southwest Iowa Learning Resources Center
2010 Broadway
Red Oak, Iowa 51566

Area XV Media Center
Building 18
Ottumwa Industrial Airport
Ottumwa, Iowa 52501

Area XVI Media Center
Mental Health Institute
Community Service Center
1200 East Washington Street
Mt. Pleasant, Iowa 52641

4. PREPARING TO USE SSP

Most teachers are knowledgeable about the SSP available to them and the procedures for obtaining these services. The teacher is only interested in requesting services when she expects some outcome from her investment of time.

Assumption 1: A teacher identified problem exists before the services of SSP are requested.

Generally, a problem is present and is defined by the teacher before anyone else is involved. The problem might relate specifically to a child, an aspect of the instructional program or a skill the teacher wishes to develop. The nature of the problem will affect how it is specifically defined, such as: *Larry has not yet developed a basic sight vocabulary;* or more generally, *I would like some basic information on behavior modification that would help me improve my classroom management.*

Assumption 2: When the teacher involves SSP she already has expected outcomes in mind based on her definition of the problem.

Using the above examples, the range of expected outcomes can be seen. In the first situation of Larry's sight vocabulary problem, the teacher would have the following outcomes in mind:

Determination if learning the sight words is premature and identifying other learning experiences that should be provided at this time, *or* substantiation that he is ready for such learning and a plan of action developed so that he can master the task and begin to achieve in reading. Only the outcome mentioned is of value. For example: substantiation that Larry is not able to remember sight words would do little to direct the teacher to appropriate alternate experiences or substantiation that there was no reason why Larry could not master the task wouldn't help determine how the teacher could best provide the instruction.

The expected outcome in the more general problem of the teacher wanting information on behavior modification would be less specific than the example with Larry. In this situation the teacher would expect descriptive information that would help her decide if she wished to further investigate behavior modification. This could be accomplished by a discussion with a psychologist, a general article on the topic, and audio-tape of a lecture, etc.

Conclusion: When the teacher defines the problem and expects an outcome, she is more likely to achieve her outcome if she communicates the problem clearly to the SSP with which she works.

This conclusion is illustrated by a story about a little boy in the fourth grade. He was in inquiring boy who was always looking for new information. One day he told the teacher he was interested in penguins. The teacher wanted to encourage him and gave him a large volume on the subject of penguins. Two days later the boy returned the book and the teacher asked what he thought of it. The boy replied, *thank you for the book, but it tells more about penguins than I want to know about penguins.*

The teacher faces the problem of getting too much of the wrong type of information when she does not indicate the outcome that she is seeking. Hopefully, the SSP will see the problem as the teacher does, but this isn't always the case. Because the teacher is automatically able to think in terms of the total day and the total instructional program, and the SSP is not, she should help to structure his initial orientation to the problem.

REDEFINITION

The definition of the problem and expected outcome that the teacher first develops may be made more workable by redefinition. A benefit of communicating the problem and expected outcome to the SSP is that redefining can be jointly accomplished by the teacher and the SSP. As an example: a child's poor behavior during reading could be redefined as a reading disability rather than a behaviorial problem. When the problem is redefined, the expected outcome would be adjusted accordingly.

Gathering materials on a learning problem

When SSP are called in because of a child's inability to learn, the teacher can gather materials to show the level of work that the child is currently doing. It is helpful to have samples of work in other subject areas as well as the one of major difficulty for the child. This provides a comparison so the child's total school functioning can be more easily understood by the SSP. The teacher decides what would be helpful in providing a representative sample of the child's school performance.

WORK SAMPLES

The teacher can collect work samples that illustrate abilities or disabilities, such as:

handwriting
material copies from board or a book
material written from dictation, i.e., spelling
representative work that shows ability to follow directions, respond to boundaries and general level of neatness
calculation of arithmetic problems, i.e., addition, subtraction, multiplication, division
art work
independent spelling (non-copying)
audio tape of the child reading graded materials of differing levels of difficulty

PUPIL BEHAVIORS

In addition to work samples, the teacher can provide information on pupil behaviors, such as:

knowledge of alphabet, colors, numbers, number facts or basic spelling skills
ability to follow directions, verbal and visual
ability to solve simple problems, i.e., *what would happen if . . . .*
general knowledge of the child compared with other children of the same age
ability to put puzzles together or to deal with puzzle-like tasks, i.e., making a paper airplane with the aid of a model or reproduction of a design
ability to function in verbal situations, i.e., repeat simple instructions, rhymes
ability to perform gross motor activities

The teacher can give any additional significant information:

attendance
general health, i.e., tiredness, frequent illness
noticeable visual problems, i.e., squinting, holding book too far or near
noticeable hearing or auditory problems, i.e., inattention, need for repetition
home conditions, i.e., pregnancy of mother, new sibling, recent divorce, recent death in family, or perceived parental pressure
relationship with peers, i.e., acceptance or rejection

Providing an overview of the school day and information on the general curriculum will also be helpful to the SSP. At that time, the teacher should describe the instructional method being used and any other methods that were previously tried. The relative degree of success of the different methods used with the child should be indicated.

Gathering information on a behavior problem

The classroom behavior of a child may be good reason for requesting assistance from SSP. A child may be out of his seat so much that he isn't learning or he may prevent others from learning because of his actions. It could also be that the child is learning adequately, but that his physical or verbal actions cause the teacher sufficient concern over her effectiveness or control of the classroom.

In situations where a child's behavior is the reason for consultation, there is little doubt that the teacher has defined the problem and the desired outcome. More than likely it's something like, *I wish he'd sit still for two minutes!* or *I wish he'd join in with the rest of the class just once.* Having defined the problem and the desired outcome, the teacher is ready to gather information for SSP.

OBSERVE BEHAVIOR PATTERNS

Information collected should be oriented to the specific things the child does that are disturbing. The teacher should try to establish:

What does he do?

throw things, talk out, out of seat, not answer, hit others, mark on walls, stare at the ceiling -- the teacher should be specific when describing observable behaviors.

When does he do it?

morning, 4th period, just before lunch, when he should be reading, just after lunch, afternoon, all day long, after recess

What happens after he does it?

the children laugh, he stands in the corner, he goes to the office, teacher scolds him, nothing happens

How often does he do it?

twice a day, 10 times a day, 30 times, 45 times

Gathering this information will help SSP understand the problem more thoroughly in a shorter amount of time. It will also help the teacher to more effectively define the problem.

If relevant, SSP will also be interested in information on the child's academic work at school -- work that the child should be doing while he is doing the other things. Representative work throughout the day can be provided as a comparison.

The teacher should review the previous list in the discussion of information to gather on a learning problem. That information should be provided at the time of the first meeting as she feels it is appropriate. The importance of having information available on the child's learning and general adjustment is that many children who manifest behavior problems also have learning problems and vice versa. In solving the problem of behavior, it may be more efficient for the teacher and SSP to concentrate on the child's achievement as a means of extinguishing the undesirable behavior. In situations where this would not be true, a decision to that effect would be facilitated by having work samples and other information available.

Use of SSP in content areas or development of teacher skills

Preparing to use SSP to help with a content area or to develop a new skill is perhaps the easiest area in which to prepare. Once again, the teacher must define the problem and the desired outcome. Because of the breadth of potential requests, it is at least as crucial as in the other areas that both be communicated to the SSP.

CONTENT AREA

Reading is a good example of a content area for which the teacher might request assistance. A request should include specific information to help the SSP aid the teacher, such as:

> Dear SSP:
>
> I am interested in improving my reading program, especially in diagnosing reading problems. I would appreciate meeting with you on Thursday at 4:00 to discuss my program.
>
> Sincerely,
>
> Neva Sheldon

Other topics that might be discussed in the meeting might be:

selection of basic materials
selection of supplementary materials
evaluation of pupil achievement in reading
individual reading programs
remediation of reading problems

By specifying in the initial request the area of teacher interest, the SSP can come ready to serve the teacher. In serving the teacher, the SSP may want to:

Do some preliminary reading
Review catalogues
Review available materials in the Media Center
Discuss the specific content area with other SSP
Involve someone else who may have more skills in the specific content area

More can be accomplished than defining the problem in the first meeting if the specifics are communicated to the SSP. Also, the chance of some other SSP being the appropriate resource can be avoided and everyone's time used efficiently.

INCREASING SKILLS

Certainly, the same need to be specific is true when the teacher wishes to increase her own skills. A few of the areas in which a teacher might want to increase her skills in the area of language arts are:

evaluating listening skills
developing listening skills
teaching labelling
using questions
encouraging elaboration of pupil response
giving directions
developing good speech habits

INVITING SSP

SSP are frequently invited to contribute to faculty meetings or curriculum study groups. In soliciting the assistance of SSP, the answers to the following questions should be provided when the invitation is made.

What is the intended outcome of the meeting?
How does it relate to what has happened in previous meetings that will follow?
What is the level that the content should be presented?
- introductory or advanced
- theoretical or applied to a specific area, i.e., implications for the adjustment of junior high age students

If a teacher was inviting a hearing clinician to speak at a faculty meeting a note like the one on the following page might be sent. It would provide enough information so that the SSP could adequately prepare to serve the teachers.

Dear Mr. Rogers:

The teachers at Elmwood Elementary would like you to speak at our faculty meeting on Tuesday, September 20 at 3:30. The meeting will be held in the cafeteria. The program is 1 hour and there will be 35 teachers present.

This is the first of a series of meetings in which we are trying to gather information on classroom signs of children with learning problems. At this point none of us have much background that would help us identify children with possible hearing problems. We're looking for your presentation to give us information that we can use the next day and also what to do if we discover a child who is possibly hearing handicapped.

Please call me as to whether or not this is a convenient date.

Sincerely,

Jim Johnson

In the above note, one statement should be emphasized. That is *give us information that we can use the next day*. The importance of that phrase is that the SSP would probably prepare printed material that could be used the next day as a result of its inclusion.

Another example is that of a school social worker being asked to meet with a curriculum study group. In this situation the teachers might feel well versed in the content area, but want information that could be used in reaching decisions on introduction and presentation of the content. The request might indicate that it was a social science study committee, but a presentation on the nature and problems of junior high age students was wanted and the presentation should enable a better understanding of the age group so that their total needs could be more fully met in social science.

5. OVERVIEW OF SELECTED SSP

The previous material has been intended to aid the teacher in developing an understanding of the type of assistance that she can receive from SSP, how it can be obtained and how she can maximize the outcomes that she receives. Emphasis has been on the commonalty of the helping process and not the specifics that are unique to each of the teacher support services. Since there are numerous texts describing the preparation, role and function of each of the SSP, an in-depth treatment of each would not have been possible.

The material that follows attempts to compensate for the general treatment of SSP in the earlier sections. Each of thirteen selected SSP are discussed separately. The focus of each discussion is on the basic functions of the specific resource person and their contribution to the child, teacher and total educational program. In reviewing the descriptions, the teacher is advised to ask herself:

For what type of child could this person be of assistance?

In what type of instructional situations could this person be of assistance?

Is there more than one SSP that I could call on for the same problem?

It would also be appropriate for the teacher to keep in mind the earlier discussion of the roles of SSP. The descriptions of SSP are based on generally accepted definitions of professional roles. Local variables, such as size of SSP staff, number of schools served and local priorities, will affect how SSP fulfill their roles in practice. To ascertain specific information on available services, the teacher must secure interpretation at the local level.

The Counselor

A major objective of education in our society is to assist individuals in their total development -- socially, physically, emotionally, and mentally. To attain this objective, the educational program should be designed to provide for the individual's acquisition of skills, knowledge, attitudes, and values. Guidance is an integral part of the educative process. Guidance activities are designed to help individuals examine themselves and society, make plans and decisions, and attain their maximum development.

ELEMENTARY – OBJECTIVES

- *To develop within individuals an awareness and understanding of self*. To function adequately in society, an individual must understand himself and the consequences of his actions. If an individual is unaware of his attitudes, values, capabilities, and behavior, his understanding of self and his functioning in society will be limited.

- *To develop within individuals an acceptance of self.* To function effectively, elementary school pupils must develop a sense of self-worth and self-dignity.

- *To develop within individuals an understanding of others.* Elementary school pupils are capable of understanding the behavior and beliefs of others, such as teachers, parents, and peers. Furthering this understanding in individuals should develop more productive relationships. Communication between individuals will improve, and better interpersonal relationships will result.

- *To develop within individuals an understanding of their environment.* Elementary school pupils are confronted with choices and decisions. As an individual understands his environment, he is better able to make realistic choices and decisions which affect his present and future relationship to his environment.

- *To assist individuals in the decision-making process.* Elementary school pupils make plans and decisions. They learn the decision-making process through opportunitites to discuss information, to consider alternatives, and to make and implement decisions.

- *To develop within* significant others *an awareness, understanding, and acceptance of pupils.* Individuals who understand and accept pupils are better able to assist in their development. Continuous awareness among staff members and parents of their behavior in relation to children is necessary to foster the proper conditions for pupil development.

SECONDARY – BASIC GUIDANCE SERVICES

- *Appraisal.* The appraisal service is directed toward positive student development and toward the goal of increased self-understanding and self-acceptance. This information should be regularly utilized by teachers and counselors as one basis for planning instructional activities. The essential student appraisal procedures to be included in any guidance program are:

  Cumulative Records
  Standardized Testing
  Student Data Questionnaires
  Rating Scales
  Autobiographies
  Interviews
  Sociograms
  Parent Contacts
  Anecdotal Records
  Health Records

- *Information service.* The process of making appropriate choices, decisions and adjustments can be done only to the extent that the individual has access to an understanding of information about his environment. It is the responsibility of the counselor to gather, coordinate, and disseminate the information that is gathered from all sources so that it is made available to all persons in the school and community who come in contact with and help in the process of assisting students to meet the needs they have for information.

- *Counseling service.* Counseling is a process of working with the student rather than the process of doing something to or for him. Counseling represents an opportunity for the student to seek serious answers to such questions as:

  Who am I?
  What am I really like?
  What opportunities are available to me?
  What contributions can I make to society?
  What kind of person do I want to become?
  How can I best make use of my opportunities?

  It should, therefore, be available to all our young people from the earliest point of contact to the time they can no longer benefit from such assistance.

- *Placement services.* Educational, vocational, and social placement are important to the comprehensive guidance program. A brief description of the various classifications of placement is as follows:

  Educational placement is a continuous process which will assist all students by providing them with information, materials, and resources necessary for making educational decisions.

  Vocational placement involves assistance to individuals in various phases of the career development process through a combination of the school counseling staff and the career education staff working together to provide the individual with a more comprehensive and effective vocational placement service.

  Social placement. The counselor is concerned with the development of the *whole* person and thus has a responsibility to share in the social development of the individual. The counselor and the teacher work together to assist in identifying the individual's social adjustment needs. The counselor acts as a resource person to the teacher in designing appropriate social activities commensurate with their needs.

- *Research.* Research in guidance is concerned with the study of student needs and how well school services and activities are meeting those needs. Types of research activities usually found to be agents for evaluating change are:

  follow-up of graduates and students who have withdrawn
  characteristics and needs of the students
  occupational trends
  educational experiences affecting a school's holding power, i.e., curriculum, retention, grading
  evaluation of the school's counseling and guidance services

- *Services to students in groups.* Group guidance may encompass a wide variety of topics, such as, administration and interpretation of test results, problems of mental hygiene, study habits, career exploration, anti-social behavior, and family relations. Structurally, the group may be counselor controlled as an information giving classroom situation. Or, it may be a problem oriented or free discussion that may develop into a counseling group with proper counselor leadership.

- *Counselor-community relations and referral.* Among the basic guidance services for which the counselor is responsible is that of public relations. The effective counselor knows his community and takes an active part in community affairs, helps the school staff identify special needs and problems of students, and, when necessary, refers the students to others for help. The idea that it takes several interested and trained individuals to give a student maximum assistance is very important.

Director of Special Education

The director of special education may be employed within a school system for the purpose of administering, supervising and coordinating a total special education program. He may be employed by a local school district, a consortium of school districts in a cooperative agreement program, on a single county basis, a multi county basis or within a joint county system. The functions of the director may vary depending upon their location, the size of the unit, and local policy determinations.

In the larger administrative units, the director's responsibility may be purely administrative with very little direct contact with special education instructional personnel. In such a unit direct services to teachers would most likely be provided by a staff of consultant level personnel representing the various handicapping areas and special service disciplines. In the smaller administrative units the director may provide more specific services and supervisory functions directly to special education instructional personnel.

It is expected that a director of special education will function full time in this service area rather than provide administrative services in addition to other special education duties. A fully qualified director will have a breadth of training and experience in many special education areas, however, due to the more general nature of his preparation background, he will represent depth of experience in only a few. As a result he most likely cannot provide adequate consultative functions in all special education areas.

It is expected that the director of special education will serve as the spokesman for the special education program he serves with administrative authorities within the school structure and to the community in which he serves. He may delegate some responsibilities and authority to staff members but must maintain responsibility for the accountability of the special education program he directs. A director is responsible and accountable for special service personnel and instructional personnel directly under his jurisdiction and jointly responsible for those special education personnel employed by local school systems enjoined within the special education program he directs.

DUTIES AND FUNCTIONS

More specificaily, the responsibilities of the director of special education include:

- Administration, supervision, and coordination of all special education services and personnel within the school system or area served.
- Placement of pupils in special education programs approved and reimbursed by the Division of Special Education.
- Leadership in the development of policies which are unique to the area of special education.

- Leadership in guiding school systems through the readiness stages in the establishment of programs of special education.
- Continuous identification of children in need of special education services.
- Development of uniform procedures of referral and follow-up to facilitate prompt attention to and effective service for pupils in need of special education.
- Maintenance of a system of records which contains essential information on each pupil in need of or being served through special education.
- Establishment and maintenance of channels of communication between special education staff members and other personnel.
- Providing assistance in obtaining applications for special education staff positions, with the interviewing of applicants, and in recommending applicants for employment.
- Organizing and participating in inservice educational programs for administrators, teachers, and other school personnel.
- Utilizing all available means of communication to inform school personnel and the public regarding the needs and services of the special education programs.
- Assisting in the preparation of the budget and the allocation of funds for special education.
- Representing exceptional children wherever decisions concerning their welfare are under consideration.
- Working with parents of handicapped pupils to explain school and community services for these students.
- Encouraging and sponsoring research on problems regarding the education of exceptional children.

One of the main services that the director can provide the teacher is the coordination of ancillary services employed to enrich the instructional program. The teacher should feel free to call on the director to enlist the aid of special service personnel such as psychologists and speech clinicians to assist her in the educational planning and evaluations for the handicapped children enrolled in her class. She should also depend upon the director to provide assistance in curriculum considerations and the acquisition of instructional materials. A director can be of great assistance to the teacher in interpreting her program and the needs of her children to the general school administrator and to regular teachers within the attendance center. The director or his representative should be involved in parent conferences particularly in those instances where problems are anticipated.

The director should act as a facilitator to assist the teacher in easing the routine mechanical procedures within her classroom. He should remove from her the burden of pupil transportation coordination, referral procedures and in general provide the tools that the teacher needs in providing an optimum instructional program within her classroom setting.

The director's success in providing a cohesive special education unit will be in large measure dependent upon the attitude of the teacher and other special education personnel in communicating their needs and concerns to the director. In many instances due to limitations on the director's time and geographic considerations the director will be unable to spend a great deal of time in observation within a classroom or in individual conferences with teachers. It, therefore, becomes vitally important that the teacher accepts the responsibility of communicating with her director and keeping him informed of her situation. Sympathies cannot be extended to the teacher who complains of lack of support from her administration when she herself has not made the effort to initiate a dialogue with her administrator. The problem is of course compounded by the fact that the director is not housed in the facility containing the classrooms and as a consequence is not as readily available as administrators wihtin the general educational setting.

The teacher should obtain from her director the definition of her roles and responsibilities with regard to her aspect of the total special education program. There should be a definition as to the types of assistances he would obtain from her principal and those situations which should be referred to special education personnel. These working relationships need to be well defined and adherred to.

It is hoped the teachers would be involved in occasional staff meetings with the entire special education team particularly in those instances where the goals and objectives of the total special education program are discussed and evaluations of the program reviewed. It is also hoped that the teacher would be involved in all conferences in which youngsters enrolled in her program are staffed. Since the instructional program is the backbone of the special education program it is only proper to assume that the special class teacher is entitled to all the support and respect that the ancillary personnel can provide.

Educational Consultant in Special Education

The educational consultant in special education is charged with the responsibility for the continued development of programs that will most effectively serve a specified group of pupils. The many services the consultant provides reflect the varied areas in which he is required to work. In essence, the educational consultant provides the common thread that ties all persons together who are interested in the particular program.

The handicapping areas which may benefit from the services of an educational consultant are:

DEAF EDUCATION
EMOTIONALLY DISTURBED
MENTAL RETARDATION
PHYSICALLY HANDICAPPED
SPECIFIC LEARNING DISABILITIES
VISUALLY HANDICAPPED

The services which may be provided by an educational consultant are: to the teachers, to school administrators, and to the community.

TO TEACHERS

- Provides teacher development and support programs which will increase the effectiveness of the classroom teacher, i.e., in-service education of teachers and coordination of ancillary personnel services.
- Recommends to teachers methods and materials for pupils requiring special education.
- Suggests to teachers curriculum adjustments that might be made for pupils requiring special programs.
- Provides leadership in the development of the total curriculum.
- Facilitates the communication between teachers, teachers and administrators, and teachers and the community.

TO SCHOOL ADMINISTRATORS

Assists local school systems in establishing and improving special education programs on all levels, i.e., in-service education of teachers, plans classrooms or buildings to house special classrooms, assists in the preparation of curriculum materials, prepares bulletins for general distribution and helps in designing appropriate research in the field.

Promotes public understanding and support of special education in the schools by working closely with administrators and all teachers concerning special programs and services.

Provides consultative services to local school systems, particularly where new special education programs are to be initiated.

Assists the local school administrator with problems regarding identification and selection of pupils, suitable housing, proper furniture and special materials and equipment.

Assists Regional Educational Media Centers in selecting materials and planning services to meet the needs of handicapped children.

Initiates and maintains a liaison with local agencies, organizations, and individuals so that their services might be used to supplement the school related special education services.

TO THE COMMUNITY

The educational consultant is the primary SSP with responsibility for the instructional program related to the special program and service. In fulfilling this responsibility the consultant initiates a plan that provides for identifying the needs of children and teachers, works to meet those needs and then evaluates accomplishment. In each phase of service the consultant utilizes the special skills of other SSP as they are needed.

The teacher should utilize the consultant as she attempts to improve her instructional program and meet the special needs of pupils. As a resource, the consultant can assist with selecting materials, modifying curriculum, evaluating pupil progress and acquiring new instructional skills. In these areas, depending on the needs of the teacher, the consultant may provide direct service or serve as a coordinator by involving other individuals who are better able to meet the specific needs of the teacher.

Hearing Clinician

The hearing clinician is employed by the school district to identify and provide services to those students with an educationally significant hearing loss. He functions in three major areas: identification, remediation and consultative services.

IDENTIFICATION

The hearing clinician is responsible for evaluating the hearing of all school children every year. This is done by conducting a hearing screening evaluation during the year. Those students who have been found to have a hearing loss are given further audiometric evaluations and referred for the proper medical treatment to insure that everything possible is done to get the child's hearing back to normal. Hearing loss is a fluctuating event, therefore, teachers should be aware of the behavioral signs that would lead one to suspect that a child may have a hearing loss and refer him to the hearing clinician (or speech clinician) for evaluation. Because the child passed a screening test early in the year does not mean that his hearing will stay within the normal range all year. Teachers should observe children who have earaches, have discharges from the ear, are inattentive in class, ask to have things repeated, give inappropriate answers to questions, are out of school for a number of days with a cold, seem to cock the head to one side as if trying to hear better, or those children who talk louder than is appropriate for the situation. Any of these may be a sign of a hearing loss and the child should be referred for an evaluation if the condition persists.

REMEDIATION

The hearing clinician provides remediation services to individuals who have educationally significant hearing losses who need special attention in auditory training, speech reading and language development. The hearing

clinician with the aid of the teacher will develop an educational program appropriate for the child which can be carried out in the regular classroom. The responsibility of the teacher in the remedial area is to provide the student with the opportunity to acquire academic information through the sensory inputs that will allow him to achieve success in the regular classroom. Thus, she may have to write down the oral instructions given the rest of the class, make sure the child understands directions given, and provide individual instruction to the student to insure that he does not get behind in classroom activities because of his inability to hear what is going on.

CONSULTATIVE

A big area of concern to the hearing clinician is the services provided in the consultative area. Here he is making recommendations to parents and teachers that will allow the child an equal opportunity to learn. He may suggest preferential seating in the classroom. The teacher should make sure that at all times the child is placed in accordance with the clinicians recommendations. He may provide information relating to special teaching techniques. The teacher should follow these to insure that the child will be utilizing the best possible methods of learning. The clinician may also recommend the placement of an amplifier in the classroom. The teacher should check everyday to make sure that the amplifier is functioning properly so that the child will hear what is going on in the classroom. The hearing clinician can also provide assistance in the area of curriculum development as it relates to language for the hard of hearing child. The teacher should feel free to contact the hearing clinician for suggestions relative to types of methods and material to use in the educational program for the hard of hearing child.

Specifically, the role of the hearing clinician is: identifying, planning and providing special education services for children with hearing impairments, as he:

- Conducts group or individual pure tone audiometric screening of all pupils.
- Administers audiometric tests annually to pupils with impaired hearing.
- Provides a program of hearing conservation services which includes identification, remediation, referral, research, administrative and consultative services.
- Coordinates and contracts personnel needed to assess the special education requirements of pupils with impaired hearing, from preschool to post high school vocational programs.
- Guides parents to suitable medical and evaluative services and provides them with needed encouragement and guidance when a diagnosis is made.
- Is aware of facilities for educating the hearing handicapped child and his parents outside the public school system.

- Knows that the educational program of the hearing handicapped child must include the parents as well as the regular class teacher.

- Evaluates the speech reading ability, and the speech and language of a child in and out of class before recommending specific help.

- Helps the teacher in understanding how a hard of hearing child can fit into her room with a minimum of difficulty.

- Assists the regular class teacher in understanding the proper use of amplifiers, special seating and teaching techniques.

- Coordinates special lessons with what is taught in the regular class.

- Prepares and distributes reports to parents, teachers and administrators concerning hearing assessment and recommendation of services.

- Maintains records of those with impaired hearing.

- Provides regularly scheduled individual or small group instruction for pupils needing auditory training, speech reading, amplification and language enrichment.

- Provides in-service training as needed to administrators, teachers and parents.

Teacher responsibility

- Refers all children suspected of hearing loss for evaluation.

- Reads all records and reports on hard of hearing children so that the educational plan can be followed.

- Plans with the hearing clinician the educational plan that will be followed with the child.

- Makes sure the hard of hearing child is seated properly in the room so that he can hear the activity in the classroom.

- Checks to see that amplification equipment, including hearing aids, are working properly each day.

- Carries out all suggestions made to the teacher concerning the methods and materials necessary to provide appropriate services to the child.

Listening is the most important skill used in the educational environment. An elementary child will spend nearly 60% of the day listening. This is a burden on the hard of hearing child if the teacher does not provide him with all of the opportunities to hear that are possible. Thus, the teacher must do follow-up on directions and instructions given to make sure the child understands. If he understands the initial directions, the chances are greater that he will learn the concepts.

Itinerant or Resource Teacher

The resource concept in special education is designed to provide specific instructional services to handicapped children within the framework of general education. The handicapped child is the assigned responsibility of the regular class teacher, but receives specific instruction from the itinerant/resource teacher according to his needs.

A resource room teacher is assigned to a permanent room and provides services for that school. An itinerant resource teacher serves several schools and may provide instruction in several settings, i.e., within the regular classroom, in a separate individual remediation room, or in a resource room.

The regular class teacher and the resource teacher form the instructional team responsible for the effective educational programming of a specific handicapped child. The effective functioning of the team is essential in providing effective instruction for the child.

RESOURCE TEACHER IS

The resource teacher is:

- Qualified to cooperatively plan, pool and supplement the efforts of the regular class teacher and other personnel.
- Able to maintain a close working relationship with all regular class teachers.
- Adept in utilizing the most appropriate remediation procedures, techniques and programming.
- Knowledgeable of the most effective materials available.
- Creative and flexible in planning and instruction.

RESOURCE TEACHER DOES

The resource teacher does:

- Communicate the available resource services and functions to other school personnel.
- Utilize facilities, special instructional methods and equipment in providing regularly scheduled instruction to handicapped pupils.
- Cooperatively identify learning problems and develop a remedial program to improve the child's total performance.
- Cooperatively determine the frequency and duration of service to the handicapped child.
- Work with individual students or small groups based on individual student needs.

- Teach students specialized techniques for learning, such as Braille.
- Adapt regular class materials for use with the handicapped child.
- Maintain individual records of the child's handicapping condition, the educational problems which it causes and the progress of the remedial programs designed to alleviate the educational problems.
- Develop and distrubite reports on pupils to appropriate personnel.

The Principal

Of all the SSP discussed the teacher will probably be most familiar with the principal. The purpose for including the principal in the listing of resources for the teacher rests with his importance for guiding and directing the instructional program in the building.

The responsibilities of the principal can be categorized into seven major task areas. These include:

TASK AREAS

Instruction and curriculum development -- includes providing for the formulation of curriculum objectives, determination of curriculum content, providing materials and resources for instruction, supervision and in-service training.

Pupil personnel -- includes providing for health, counseling and pupil placement and follow-up services. It also pertains to establishing a system of dealing with pupil irregularities and coordinating pupil activity programs.

Community school leadership -- responsible for helping the community define its needs and through the building program assist in developing or coordinating programs to meet those needs.

Staff personnel -- includes formulation of staff personnel policies, recruitment and assigning of staff, personnel evaluation and providing for the professional growth of the staff.

School plant -- responsible for determining the school plant needs of the building program, maintaining the plant and using it to the best educational advantage.

School transportation -- determines transportation needs and provides for the transportation safety of pupils and personnel.

School finance and business management -- responsible for assessing needs within the building and allocating available resources to meet those needs, and providing a system of record keeping that will account for all school receipts and expenditures.

WHAT THE PRINCIPAL CAN OFFER THE TEACHER

As can be seen from the list of task areas, the principal has a breadth of responsibility, all of which are crucial to the total operation and effectiveness of the instructional program in the building. The principal, in his role as instructional leader and coordinator of the building, can be of assistance to the teacher by granting approval where it is needed and as a resource.

By granting approval, the principal can authorize:

purchase of materials
field trips
modifications in procedures
initiation of experimental or innovative programs

As a resource, the principal can offer:

instructional suggestions
assistance in solving the problem of specific children
information on policies or procedures in the school system
suggestions on evaluation techniques
identification of other resources that can be of assistance to the teacher

WHAT THE TEACHER CAN OFFER THE PRINCIPAL

The assistance that the principal can offer is related to the aspects of instruction that tend to be considered good pedagogy for all children. The teacher can assist the principal to increase his skills as a resource by:

- interpreting the purpose of the special program or service to him. The needs of the children and the classroom practices used to meet them provide the most effective basis for that interpretation.

- asking the principal to visit the class and observe the pupils

- providing printed information on new approaches or trends in special education

- communicating the needs of the children to him, i.e., integration, speech or counseling services, vocational training

- communicating your needs as a teacher to him, i.e., new materials or consultative assistance that would permit you to handle a specific problem

Due to limitations on budget, space and personnel, the principal may not be able to meet every need. However, it is the teacher's responsibility to communitcate her needs to the principal.

Regional Educational Media Center

The effectiveness of the services of the Regional Education Media Center is directly realted to the needs of its users. Services which meet the needs of school personnel tend to grow, those that don't meet the needs are terminated.

Iowa's sixteen Regional Educational Media Centers (REMC) provide services to all public schools in Iowa (map on page 14). Financial support

is provided, in part, by the school districts within a REMC's area. REMC:

- Acquires commercial and teacher prepared instructional materials for evaluation and dissemination.
- Describes, classifies, and catalogs these into broad categories, i.e., textbooks, filmstrips, films, records, kits, manipulative devices, workbooks, charts, educational toys and tapes, teaching machines and programs.
- Evaluates materials to enable educators to discriminate between satisfactory and unsatisfactory methods and materials to use with handicapped children.
- Helps teachers develop materials which may be used with a particular child or in a particular classroom situation.
- Works jointly with teachers in developing new instructional materials from ideas conceived by the classroom teacher.
- Serves as a library from which books and materials may be borrowed or viewed for examination, evaluation and classroom use.
- Publishes abstracts of materials available through the IMC by loan or upon request.
- Provides help in planning appropriate curriculum materials for exceptional children.
- Provides in-service workshops for professional groups.

Increased potential for services to special educators is provided by the regional Special Education Instructional Materials Center located at the University of Kansas (KU-SEIMC). KU-SEIMC provides essentially the same services as the REMC but specializes in services desired by special educators in Iowa, Kansas, Missouri, Nebraska, North and South Dakota.

Services provided by KU-SEIMC are available only through the REMC in the educator's area. Therefore, the REMC is the basic unit for services. And it is with the REMC that the teacher should become familiar.

Services which will aid the REMC and can be provided by the teacher are:

1. Constructive feedback to the REMC regarding services.
2. Active involvement in the REMC's development, i.e., membership on materials selection committees.
3. Active district level support of present and future services of the REMC to the district.

School Psychologist

The school psychologist may be employed for the purpose of administering, supervising and/or coordinating the psychological services program for handicapped children. Normally the school psychologist is employed in a unit which includes other special education personnel. The school psychologist provides services in three major areas: psycho-diagnostic evaluation and appropriate recommendations, consultation, and in-service training.

ROLE

Specifically, the role of the school psychologist includes the following functions:

- Evaluates individual children referred for examinations because of learning or behavior problems.
- Interprets findings and the formulation of recommendations.
- Certifies eligibility for placement in specific programs, i.e., placement in programs for the mentally retarded.
- Consults with school personnel in regard to the psychological implications of school policies, practices and curriculum.
- Consults with teachers on the general management of children with learning or behavior problems.
- Promotes public understanding and support for the school psychological services program.
- Provides in-service education for teachers and administrators.
- Counsels students and parents when related to school problems.
- Provides liaison between schools and outside agencies on appropriately referred cases.
- Files appropriate reports with school personnel.
- Maintains appropriate records on cases referred and examined.

TEACHER ASSISTANCE

In order for the psychologist to function effectively, the teacher needs to provide him with assistance by cooperating in the following functions:

- Refer only those children with whom the teacher needs assistance which cannot be appropriately obtained from other SSP.
- State clearly the primary reason for referral and provide all available data supportive to the case when making referrals of a comprehensive nature.

- Set aside time to discuss in detail the nature of the referral.
- Work with the psychologist in developing appropriate educational prescriptions to meet the problems of the children referred.
- Maintain the confidentiality of information contained in reports.
- Contact parents or guardians prior to referring a child for a comprehensive evaluation or for evaluation to determine eligibility for placement in a special evaluation program.
- Implement mutually agreed upon recommendations and provide feedback as to their effectiveness.

Psycho-diagnostic evaluation of individual children through a variety of techniques including observation, consultation, informal testing and formal testing is one of the responsibilities common to all school psychologists. In larger administrative units the school psychologists' responsibilities tend to be more those of consultant to teachers and administrators. The school psychologist plays a vital consulting role in the management of children with behavior and learning disorders.

The school psychologist brings a unique background and training to the analysis of problems of individual children. On occasion it is necessary for the school psychologist to utilize various psychometric techniques; his practices should be no means be limited to formalized testing.

Normally the duties of the school psychologist assigned to any one unit will involve being responsible for conducting individual psychological evaluations of pupils who manifest learning or behavior problems. The school psychologist is responsible for providing interpretations of his findings to teachers, parents, administrators and, occasionally, personnel from other agencies.

The role of the school psychologist has been expanding to include consultation with school personnel in regard to psychological implications of school policies, practices and curriculum as well as serving as a consultant to teachers on a variety of classroom management problems.

A major emerging role for the school psychologist is in providing in-service education for teachers and school administrators relative to the psychological implications of learning and behavior problems. In order to do this the psychologist must keep abreast of major trends in the education of handicapped children.

The psychologist serves as consultant as well as a diagnostician. This role is accomplished through providing in-service consultation for teachers and administrators; through parental conferences; through teacher conferences; through serving in a liaison capacity between school and physicians, mental health centers, and appropriate mental health agencies.

Each school psychologist has a responsibility to report to the State Department of Public Instruction the results of the evaluation of each individual child examined. He must also report to the Department of Public Instruction an analysis of the additional services he provides.

In order to provide more effective service to teachers and children the psychologist must necessarily become involved in feedback as to the appropriateness of recommendations offered. It is important to the psychologist that he obtain this information in order that he may provide alternate direction to the teacher if such is deemed necessary.

The psychologist may utilize part of his time in the analysis of learning problems of kindergarten and pre-kindergarten children.

School Nurse

The nurse who provides health services in the school may be employed by health departments, public health or visiting nurse agencies or boards of education. The school nurse may be assigned to one or more school buildings in one or more school districts depending on the school population and the health needs of individuals in this population.

School health programs have three major but overlapping divisions: health services, health education and healthful environment. The school nurse assists in the area of health education and healthful environment but her major emphasis is in the health services division of the total school health program.

In the school health program, the adequately prepared school nurse effectively:

RESPONSIBILITIES

- Gathers relevant health information through screening programs and conferences with pupils, their families and other persons working with the pupil, such as physicians, teachers, psychologists, social workers, dentists, speech clinicians and hearing clinicians.

- Gathers (from the community) social, economic and cultural information affecting the health of the school population.

- Plans with concerned individuals and groups for screening programs to assess the health of the school population. These programs include vision, hearing, speech and general health assessment.

- Maintains the cummulative health record for each student which includes results of screening programs and the follow-up professional evaluation and remediations if any, history of disease and serious injury, immunization status and general health assessment.

- Plans conferences with the individual teachers to discuss the health status of her pupils including implications for modification of the child's educational program and assists the teacher in recognizing signs and symptoms which indicate a significant change in the health status of the child.

- Plans with school personnel for provision of emergency care of pupils injured or suddenly ill during the school day.

- Identifies real and potential health and safety hazards in the school environment in cooperation with other school personnel, and develops coping plans.

- Assists the pupil and his family to recognize and cope with health problems and understands the impact of these problems on his educational program.

- Assists the family in utilizing the community health and medical care resources to restore, maintains and promotes health of family members.

- Serves as liaison person between the school and the community health and medical care systems.

- Cooperates with the faculty and the involved child to develop an educational program within the limits of a health handicapped child which will offer the child maximum benefit from his school experience.

- Serves as a member of the health and safety curriculum committees as a resource for materials in keeping with current trends in medical care based on new scientific knowledges.

- Assists in the development of the total school health program, health services, health education and healthy environment, as a supporting, cooperating part of total community health.

The classroom teacher can look to the school nurse for assistance in observation of individual children in the classroom in relation to behaviors which may be suggestive of health problems. The school nurse may bring to the classroom teacher information about the child's home environment which has impact on his school behavior.

For those children with health problems, the school nurse may assist the classroom teacher in modifying activities and procedures to accommodate the child's limitations in specific areas.

Following medical evaluation the school nurse may help the classroom teacher understand the implications of specific medical recommendations and help the teacher design activities and procedures consistent with these recommendations.

The school nurse may also help the child's physician and family understand the limits of the school and classroom teachers in making modifications for the handicapped child.

School Social Worker

The school social worker, as is the case with other special service personnel, may be employed by a local school district, county office or a joint county system. He may serve several school districts, several buildings within a local district or may be assigned to one attendance center such as an inter-city school or a special facility for handicapped children.

The school social worker may or may not, depending upon his background experience, have a teaching credential but he must have a master of social work (MSW) degree from an institution approved to train social workers. His training program will include considerable practicum experiences in working with emotionally disturbed or socially maladjusted children.

The school social worker brings to the educational setting a basic understanding of human behavior and the forces that shape the child's personality, knowledge of home and environmental pressures that may hinder the child's adjustment to school and the knowledge of assessment techniques that may be utilized to determine the scope and intensity of a child's emotional and social problems.

Generally speaking, a school social worker's assignment is to help a child with adjustment problems to learn to cope with these problems and to increase the child's ability to profit from his educational opportunities. The school social worker serves as a coordinator and in a liaison role linking the school, the home and the community. A primary objective of a school social worker is the early identification and prevention of emotional and adjustment problems within the school setting.

More specifically, the functions of a school social worker in educational setting are to:

FUNCTIONS

- Supplement the educational services provided by the teacher for emotionally disturbed or socially maladjusted pupil.
- Provide information about non-school factors that are influencing the pupil's behavior.
- Help a child interpret and clarify his adjustment problems.
- Assist in the motivation of a pupil in his attempts to resolve his admustment problems.
- Assist the parents in understanding the nature of the child's problem at home and in the school.
- Help parents understand and accept the role of the school in working with their child.

- Help parents understand the reason for referral to other agencies, if this becomes necessary, and to help them follow through with the referral process.

- Assist school personnel in understanding the nature of school, community, parental and other environmental factors that are influencing the behavior of children.

- Maintain sufficient records and casework files designed to assist and facilitate the adjustment process of pupil's referral.

- Assist children in the re-entry process when returning from enrollment in treatment agencies such as mental health centers, mental health institutes or training schools.

Relationships with special education teachers

Inevitably, the responsibility for the education of the handicapped child rests with the teacher regardless of the nature of the handicap. Although the teacher may accept the responsibility for the educational program, it is extremely important that she call upon other resources within the school setting to assist her in meeting the special needs of individual children. Such a resource for the socially or emotionally maladjusted child is the school social worker. The school social worker can be of great assistance to the special class teacher either in discussing general problems affecting children in her room, or specific problems as relates to an individual child. A social worker can assist the teacher in understanding behavior of children which will greatly enhance her ability to identify abnormal behavior patterns early in a child's development. Once deviant behavior has been identified a social worker can be a key individual in helping the teacher to develop appropriate plans and activities for helping the child.

The social worker's direct service to an individual child may be limited to a single interview or may stretch over a period of several months or even years. In many instances progress with a child may be painfully slow and this must be thoroughly understood by all concerned. The teacher, however, is entitled to a periodic progress report from the social worker as to the objectives of the services rendered and the progress that the child is making. The teacher has the responsibility to the social worker to keep him informed as to the adjustments the child is making within the classroom.

The school social worker may be of great service to the teacher in describing referral resources available to children and their families within a community and also the process of referral that may need to be undertaken to enlist additional services for a given child. Due to a social worker's specific training and function, he is in an ideal position to help school personnel deal with parental anxieties, hostilities and guilt, thereby, enhancing home/school realtionships.

Speech Clinician

The speech clinician provides direct and indirect services relating to the communication needs of students in the school. The role of the speech clinician is not limited to those students who have a handicapping communication problem, but is extended to provide services on a continuum from those children who do have handicapping conditions of speech and language to those who have normal communication skills. In addition to providing services on a developmental continuum clinicians also provide services to children on a chronological continuum and thus provide services pre-school through post-secondary.

A communication handicap is present when a pupil has a deviation in speech, voice or language to the degree that it draws attention to the manner of speech, interferes with the ability to comprehend or formulate speech or causes the child to become maladjusted in his environment.

Speech problems are frequently classified as problems of articulation or rhythm such as stuttering. Articulation problems may include the substitution, omission, distortion or addition of a particular sound. Voice problems are usually exhibited in deviations of pitch, loudness or quality. Language disorders include problems in reception and expression of symbols, developmental delay and problems in grammatical structure of the language. Problems with a specific organic etiology such as cleft palate, cerebral palsy, hearing loss, aphasia or mental retardation may exhibit a number of the speech, voice or language problems described as they relate to the overall communications skills of the individual.

The responsibilities of the clinician in the schools center around six major services: identification, remediation, referral, consultative, administrative services, and research and development.

IDENTIFICATION

This is a service provided to the general school population and involves locating and diagnosing pupils with handicapping disorders of communication. Identification is usually accomplished by conducting a screening assessment of every child in a particular grade. This grade is usually the same every year so that each child receives an evaluation at least once during his school years.

Another source of identification is from referrals received from teachers, parents and doctors. Anyone who has a concern about a particular child's communication skills should contact the speech clinician so that an evaluation can be made.

Complete diagnostic evaluations are given to those students who are suspected of having a hanciapping condition of communication that may interfere with the learning process and who may benefit from enrollment in the direct service clincial program.

Remediation is a service provided to those pupils identified as having a handicapping condition of communication. Remediation services provided are those appropriate for the particular disorder identified and consist of periodic diagnostic reevaluation, direct and indirect remediation activities as provided by the clinician and others in the child's environment including teachers, parents and peers; and conferences and counseling with parents, teachers, and other specialists providing complementary services to the pupil.

Direct remediation activities are provided by the clinician in individual or small group sessions. Indirect services are carried by the clinician and the teacher, parent, etc. In this area the clinician may suggest clinical techniques that can be utilized as part of the regular class program or carried out at home. The types of suggestions recommended should be worked out by the teacher and the clinician working as a team so that the material can be integrated into the regular class program with little problems.

REFERRAL

This service consists of referring communication handicapped students to professionally competent specialists or agencies when a pupil's problem indicates the need for further evaluation or services within or outside the school. Referrals may be made to other speech clinicians, psychologists, nurses, remedial reading specialists or doctors. Clinicians are concerned with the total child and as such are interested in acquiring as much pertinent information as possible so that they can plan the most appropriate remedial program.

CONSULTATIVE

Consultative service is provided to parents and specialists involved in the education of and services to the communication handicapped child. It consists of cooperative and coordinated participation in program planning for pupils, staffing for differential diagnosis and making available specialized knowledge pertinent to speech and language. Paramount is the clinicians responsibility to provide information and assistance in helping each school inaugurate a comprehensive skill program.

All school curriculum guides indicate that it is the teacher's responsibility to develop adequate oral communication skills. Thus, the clinician and the classroom teacher must work as a team to accomplish this goal. The clinician's knowledge of methods and material can be utilized on language arts curriculums and other task forces that develop guidelines in the area of oral communication.

ADMINISTRATIVE

Administrative service consists of careful planning and organizing of the total clinical speech program to assure a comprehensive and continuous service. Scheduling of services, record keeping, case studies and reporting are among the activities a clinician provides to assure effective and efficient operation of the program and service to the schools and its pupils. The

decision to schedule a child in the service program is the responsibility of the clinician who bases it on a number of criteria including age, grade, severity of problem, types of service available, cooperation of child, parent and teacher and most important, whether or not the child is having educational problems as a result of his communication problem. Scheduling priority is given to those students having academic failures in addition to the communication problem. Frequency of the service session is based on the need of the student; many students need direct service every day, others need service only once or twice a week with follow-up indirect service provided by the teacher and parent. The goal is to get the child into the service program and back into the regular class program as fast as possible. Thus, scheduling students on an intensive basis three, four, or five times a week will provide greater gains for the child as well as let the clinician see more children during the year. Clinicians realize that a child's ability to communicate and acquire language skills is necessary for his success in all other academic areas, thus it is important that the child be scheduled as often as the clinician indicates is needed for the benefit of the child. On an intensive basis not more than 20-25 students can be scheduled and still provide effective, efficient services.

Record keeping and reporting of information on individual cases is a continuous process carried out by the clinician either formally or informally. Records of the evaluations and service progress are kept in the central files so that they are accessible to all special service personnel. Reports of the evaluations and progress reports are sent to the school or given to the involved instructors so they are aware of the child's problem and the progress he is making in the service program. Conferences are also held with parents to inform them of their child's problem and the service provided. Since specific information as to the nature of the child's problem and how it may affect him academically are provided in the reports, teachers should read the information to help them plan effective programs for that particular child.

RESEARCH AND DEVELOPMENT

Research and development services consist of analytic and objective evaluations of needs, services and programs to assure that the methods used are effective. This aspect of the program is important to determine the efficacy of procedures utilized as well as to determine the needs of the program so that meaningful program planning can be undertaken. If appropriate goals and objectives are going to be developed, the communication needs of the students have to be identified. The teacher can provide this information to the clinician.

In addition to the above major service areas the clinician is also prepared to provide in-service training to teachers, administrators and parents concerning oral communication. To assure that educators are familiar with components of a communication handicap for referral purposes and with methods and materials that can be utilized to develop adequate communication skills, the schools should call upon the clinician to provide this in-service training.

In areas that do not employ a hearing clinician, the speech clinician must also assume this role. The reader is referred to the section on the hearing clinician for information on those additional responsibilities.

The clinician's primary concern is with providing all students with the necessary oral communication skills that will allow them to become self-sufficient citizens in the real world. To do this there has to be continuous and cooperative planning between the clinician, parent and the teacher. All must identify the needs, plan cooperative programs, and provide a basis of evaluating the program to determine its effectiveness in meeting the stated objectives. The teacher should feel free to call upon the clinician with any questions she has concerning the oral communication needs of her students and ask for interpretive information the clinician may provide that is not clear.

The teacher's role in the communication skills program

We have described the clinician's responsibility in the communication skills program and indicated that the approach to achieve success has to be a cooperative venture. Since many times the constraints placed upon the clinician in doing an effective job, i.e., too many schools to serve or large school population will affect the child's progress, it is imperative that the teacher become involved in the clinical program. The teacher is one of the most important clinical tools the clinician can utilize.

If children are expected to make behavioral changes related to communication, we can't expect these to happen when the clinician may only see the child twice a week for twenty minutes. We don't expect children to learn to read, write, spell or do math in periods twenty minutes long twice a week. The child can hardly be expected to acquire the complex language skills necessary to succeed in school on such a short basis. Thus, speech and language development have to be a continuous process carried out as a regular part of the class program.

To help the clinician, the teacher should:

TEACHER AIDS CLINICIAN

- Refer suspected cases of communication problems
- Become involved in case study staffings
- Develop a comprehensive language arts program in oral communication skills with the clinician.
- Follow through on the suggestions given by the clinician.
- Read the follow-up reports sent to the school.
- Question the clinician regarding information not understood.

- Provide the clinician with information as to what the child is doing in the classroom in the various academic areas so that the clinician can plan a clinical program that integrates the regular class curriculum materials.

- Observe a service session at various times during the year to see the types of activities that the clinician provides.

- Provide the clinician with feedback relative to any changes observed in the child's communication skills.

- Provide a classroom atmosphere conducive to establishing good communication skills.

It is important to remember that the clinician is providing a support service to the classroom teacher in helping her to fulfill the responsibility of developing good oral communication skills needed -- it must be a cooperative program.

Vocational Rehabilitation Counselor

The services of the vocational rehabilitation counselor are available to anyone who has physical, mental or behavioral disorders resulting in employment handicap. To obtain the services of a rehabilitation counselor, a referral can be made containing the following information:

Name of client
Address
Phone number
Age
Sex
Nature of disability
(With cause, present condition and urgency of services)

All clients must meet basic eligibility requirements which include: the presence of a diagnosable disability, said disability must present a vocational handicap to the individual, and the individual must be able to benefit from services. The total efforts of vocational rehabilitation are directed toward the goal of suitable employment and all services on behalf of the client are so directed.

GENERAL RESPONSIBILITIES

- Provides medical, psychiatric, and psychological diagnosis and evaluation for perspective clients.

- Secures medical, surgical, psychiatric or hospital services when these are necessary to remove or reduce a disability.

- Helps with purchase of prosthetic devices, such as arms, legs, braces, hearing aids where needed.

- Provides vocational evaluation through utilization of appropriate evaluation instruments, client interviews, and vocational rehabilitation evaluation facilities.

- Provides limited training or education to insure employability and helps pupils make the transition from school to work.

- Helps arrange for board, room, transportation, books and supplies within reasonable financial limits.

- Advises and consults with school personnel on such matters as the range of occupational opportunities which may be available in the community, specific vocational and social skills required in the performance of these jobs, specific vocational and social problems which arise in the development of the pupil.

- Assists school personnel in planning the direction toward employment for individual pupils.

- Works directly in counseling students and making school personnel aware of available services.

- Provides vocational counseling and selection to the clients early in the rehabilitation process in order to assist them in becoming job directed.

- Coordinates and activates the community resources necessary to assist the school and the client in developing the optimum rehabilitation program.

- Provides specific services to assist a high school work-study program.

  Sophmore -
  Provides parents with application and release forms to enroll pupils in a work-study program.
  Covers cost of medical/physical evaluation or diagnosis.
  Provides school with media for vocational exploration: films, books, organizing field trips to businesses, offices

  Junior -
  Arranges employment as a part of the school assignment, giving credit for graduation through the pupil services.
  Assists the school coordinator to set up a schedule of job sampling.

  Senior -
  Arranges specific job assignments as a part of school work, for which pupils will be reimbursed by earning wages and credit for work toward graduation.

  Post high school -
  Gives pupil further evaluation test, if necessary.
  Help pupil find specific employment.
  Works with school, pupil, employer on work adjustment.
  Arranges for on the job training for specific employment.

- Works with the pupil and employer on job suitability to assure worker and employer satisfaction.

- Arranges training for suitable employment in approved schools, rehabilitation centers, workshops, on the job, correspondence or special instructor arrangement.

- Helps pupils obtain occupational tools, equipment and licenses required for a selected job.

Work Experience Coordinator

The work experience coordinator is employed to coordinate the secondary program for educable mentally retarded youth. In this role the coordinator is generally responsible for the vocational assessment, training, placement and evaluation of pupils in the program. This responsibility is met through cooperative efforts of other individuals including the classroom teacher, vocational rehabilitation personnel, administrators and employers.

The work experience coordinator:

FUNCTIONS

Interprets the work experience program to pupils, parents, other teachers, non-professional employees of the school system, prospective employees and the community.

- Assists in the development of curriculum related to social-occupational development.
- Promotes and develops pupil work experiences in a sequential nature from sheltered to competitive employment in on-campus and off-campus placements.
- Places and supervises pupils in work experiences.
- Works with the employer and the pupil's immediate supervisor to insure vocational growth of the pupil and satisfactory job adjustment.
- Serves as a liaison between administrators, teachers, parents, employers, and agency representatives in interpreting the school program and the vocational needs of pupils.
- Maintains individual records of pupil experiences and progress and make this information available to the necessary groups concerned (pupil, parents, teachers, and agency representatives).
- Conducts periodic follow-up of program graduates and non-graduates.
- Works with other organizations in assessing the employment needs and opportunities in the community.
- Participates in joint conferences with the vocational rehabilitation counselor and the school staff in referral of applicants for rehabilitation services.

ASSISTANCE TO TEACHER

- Providing information on the adjustment of pupils in a non-academic setting, i.e., work and leisure in the community.
- Identifying instructional priorities for pupils based on pupil needs/interests observed in vocational setting.

- Suggesting methods of evaluating pre-vocational skills, i.e., skills of pupils in job interviewing, completing application forms, traveling independently, or use of money.

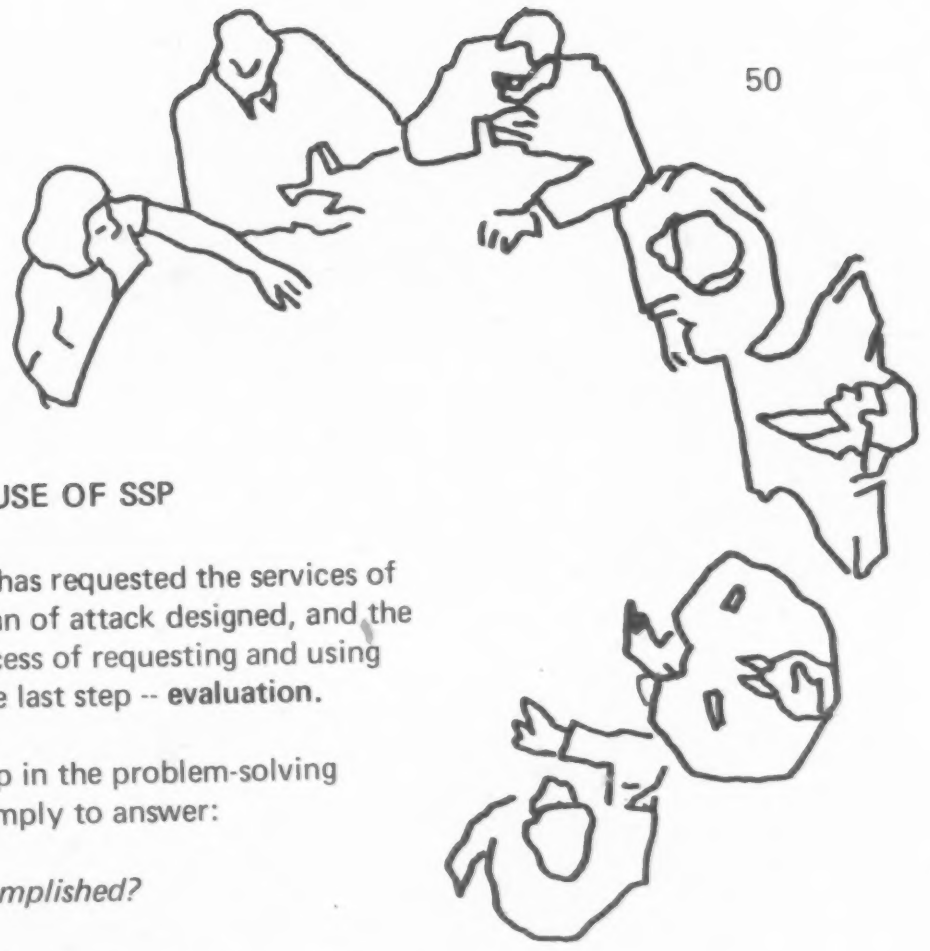
- Identifying instructional materials and classroom content to prepare pupils for adult adjustment.

- Identifying resource personnel for the classroom, i.e., businessmen, employers, or employees in different types of vocations.

- Identifying of sites and assistance in setting up field trips to store, industries, or employment offices.

- Assisting in general curriculum development.

Generally, the work experience coordinator will be working with children and teachers from upper junior high through the high school program. However, many of the services can also be helpful to elementary and primary teachers. This is especially true in terms of providing teachers information regarding the traits that need to be developed early for successful vocational adjustment, such as following directions or completing a task.



6. EVALUATING RESULTS OF YOUR USE OF SSP

The teacher has identified a problem and has requested the services of SSP. The assistance has been provided, a plan of attack designed, and the teacher has implemented the plan. The process of requesting and using assistance has been completed except for the last step -- **evaluation.**

Evaluation is a natural and logical last step in the problem-solving process. The purpose of the evaluation is simply to answer:

Has the purpose been accomplished?

In many cases, the results to be obtained are easily evaluated. The teacher, through her daily observations, can tell if the pupil:

- Has begun to interact with other children.
- Can now recognize basic sight words.
- Completes assignments.
- Comes to school regularly.
- Is making progress in effective communication with others.

If the teacher has sought and received assistance with a content area or skill development, evaluation of results may also be easy. The teacher would know if she:

- Had identified supplementary reading materials.
- Had revised or obtained necessary information to revise her science program.
- Could conduct behavior modification in the classroom.
- Could use available audio-visual equipment and materials.
- Had reached a decision on whether or not to adopt a different approach to teaching a skill.

It is easier to evaluate behavioral changes when a teacher can observe this change in a short period of time.

Other behaviors that the teacher and SSP encounter aren's solved in a short period of time. These generally deal with more complex problems. For example:

> Robert is an 11-year-old boy who attends school infrequently. He reads at the second grade level and also works in arithmetic at about that level. When he attends school he generally is a disruptive influence.

The purpose behind involving SSP with Robert would be to attack the problems of:

School attendance

School behavior

Academic retardation

The overall goal of the intervention would be to remediate Robert's academic deficiency and to have him become a contributing member of the class. The teacher knows at the beginning that such a goal probably will not be accomplished quickly. It may be the type of problem that must be worked on by her this year, and another teacher next year. How then can the teacher evaluate results?

In such situations, which compose the majority of cases in which SSP are involved, it will be necessary to plan an intermediate type of evaluation. For discussion purposes, such evaluation can be viewed as guideposts established and used by the teacher and SSP to monitor their plan for solving the problems. Using the example of Robert, a guidepost could be established that indicates that within six weeks he will be attending school on the average of four days a week. Another guidepost could be that he will be in Book 10 of the programmed reading series obtained for him within twelve weeks.

Guideposts or short term objectives agreed upon by the teacher and SSP are subjectively determined but objectively measured. These guideposts are behavioral signs of progress that can be observed if the plan is successful. The specificity of the guidepost allows an evaluation to be made of progress toward the long range goal. In the example of Robert, the teacher might find that after six weeks Robert was still only coming to school an average of two days a week. Using the guidepost as a measuring stick would permit her to decide that the present plan of attack was not working and a new one would have to be developed. At that point she might decide to re-contact the SSP that had helped her. Together they could assess alternatives, reach a decision and establish a new guidepost.

The teacher and SSP should establish how they plan to evaluate the results of the intervention when the plan is developed. This insures that both are in agreement with the established guideposts and the final goal.

Evaluation results

The teacher uses the results of her evaluation for two basic purposes:

- To decide whether to continue, modify or initiate a new plan of attack.
- To provide feedback to SSP and administrators.

Decision making, made possible by evaluation, is a crucial aspect of the teacher role. She decides if a previous problem is no longer a problem, if original strategies for intervention are still appropriate or if other problems exist that were not identified early. In essence, the results of evaluation gives the teacher a more rational basis from which to plan what *she* is going to do in the future.

While the teacher is used to using results to determine her course of action, she is probably less familiar with providing feedback on results to SSP and administrators. Failure to communicate results keeps others from knowing if *teachers are receiving the service they need.*

Routinely, the teacher should report back to the SSP regarding results. Sometimes this will be accomplished through informal visits when the SSP is in the building or at scheduled meetings. In some cases, such as when SSP serves a number of counties, informal contact may not be possible. Where that is true, the teacher should take the time to write a brief note explaining the results. These include:

SSP learn from working with teachers. Feedback on effectiveness of recommendations helps SSP improve their future recommendations.

SSP are frequently faced with the problem of determining which requests are to be met and in what order.

Feedback helps maintain the interest of SSP in the teacher and her children.

In providing feedback to SSP, the teacher should communicate information that reflects:

- Whether or not the desired outcome was achieved.
- If applicable, any modifications of the original plan of attack.
- Future course of action that the teacher plans to take.

The teacher also has a responsibility to communicate to her administrators the results of use of SSP. Such reporting is not evaluation of the SSP as an individual, but specific information on whether or not problems were solved

and outcomes achieved. This reporting is needed because principals and other administrators are concerned about the progress of children under their jurisdiction. The teacher is the only one who can keep them up to date on the progress of children with problems.

A second major reason for providing feedback or results to administrators is that the information is helpful in decision making. Directors of special education are frequently faced with the task of having a limited number of positions that they are authorized to fill. The decision to fill a vacancy with someone skilled in language development, reading, or behavior modification should be made on the basis of teacher needs. Generally, principals and local superintendents are asked to express the major needs of the building or school system for special services. Using feedback from teachers, SSP can accurately communicate services that would accomplish the most for children.

Communicate to administrators

The principal, superintendent, director of special education, or other administrator will not need a detailed account of your work with the SSP. Information that is needed for decision making purposes includes:

INFORMATION NEEDED FOR MAKING DECISIONS

- The nature of the problem.
- If the problem was solved.
- If service was readily available.
- If the problem was not solved what further assistance is needed.
- If more SSP time is required.
- If a different type of SSP is needed, i.e., one with a major competency in the area of reading, behavior modification, language development.
- If instructional materials would permit implementation of the plan that was developed.
- If flexibility within the school program is necessary to create more alternatives for solving the problem, i.e., a teacher's aide, different types of instructional groupings within the building.

Consider two comparable situations. Two teachers in different school systems have a child in their classroom with a significant language problem. Both teachers request and receive assistance; both children are on a language program and are making good progress. The teacher reports to their respective administrators are on the following page.

Mr. Principal:

Earlier this year I requested assistance for Robert because of his language problem and the adjustment problem that it caused. I received assistance very promptly and with the help of Art Price, the speech clinician, a program was implemented to correct the problem. Progress seems very good and everyone, including his parents, are pleased.

Mrs. Norma Bays

Mr. Prinicpal:

Earlier this year I requested assistance for Robert because of his language problem and the adjustment problem that it caused. It was necessary to wait until the second semester to obtain it because of scheduling of speech services. When the help was available through Art Price, the speech clinician, a program was implemented to correct the problem. Progress seems very good and everyone including his parents are pleased.

Mrs. Betty Walters

Such reports will be used by the principal to determine if the clinical speech services provided were adequate. The principal, superintendent or director of special education can communicate the need for services to the board of education with the help of the teacher's documentation.

The teacher assumes an active role in improving the education of children in that she has the advantage of identifying the needs of her pupils. She has the opportunity to work alone or to involve others in the problems of children. When she utilizes SSP she provides the total school system with information that would help it serve all children.